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ABSTRACT

A study was conducted by the Maricopa Community College District's (MCCD's) Office of Resource Development to develop a database that would support the needs of district colleges for a systematic plan to identify, locate, interest, involve, and garner civic and financial support from former students. A questionnaire was sent to 12,319 identified MCCD alumni, requesting information on alumni characteristics, the opportunities and services the alumni would like the colleges to provide, and willingness to volunteer for various college support activities. Study findings, based on a 12.2% response rate, included the following: (1) the typical respondent was a white, married woman, 39 years of age, with 2.5 children; (2) 75% of the repondents indicated they would like to have a continuing affiliation with the community college they attended; (3) 48.7% indicated that they had earned a degree, a diploma, and/or certificate from other institutions; (4) over 33% indicated a yearly income of over $25,000; (5) of those earning degrees from other institutions, 30.3% indicated they held more than one degree (i.e., 57.6%, bachelor's degrees; 21.6%, master's degrees; and 3.3%, higher level degrees; (6) 50.1% indicated that they would benefit from continuing education courses, 47.7% from receiving regular information about college programs and activities, 36.7% from eligibility for fitness courses, and 35.6% from access to library services; and (7) when asked about interest in volunteer activities, 13.9% expressed an interest in being an on-campus guest speaker or instructor, 12.5% were interested in being a professional contact for students, and 10.5% expressed an interest in alumni committees. Recommendations and the survey instrument are included. (EJV)

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REPORT

Maricopa Community Colleges

JC 870 455

ALUMNI STUDY 1986-1987

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Maricopa Community Colleges Alumni Study

1986-1987

Conducted and Written By

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Office of Resource Development

Maricopa Community College District

Phoenix, Arizona

September 18, 1987

Acknowledgments

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Executive Summary

In an era of scarce resources, community college leaders are always looking for alternative means to secure support. Community college alumni represent "an untapped reservoir of support" (Kopecek & Kubik, 1979). As community college alumni become older and increase in number, they assume increasingly powerful career and civic positions. If organized effectively, community college alumni can provide their college with tremendous assistance by:

1. influencing public opinion and the legislative process,
2. contributing financial support,
3. enhancing the colleges image,
4. recruiting students,
5. assisting in the ongoing evaluation of academic programs,
6. providing potential employment sources,
7. providing general guidance and counsel, and
8. assisting college staff with routine tasks during peak work times.

Purpose

The purpose of the Maricopa Colleges Alumni Study was to develop a data base that would support the alumni development needs of Glendale, Mesa, Phoenix, Scottsdale, and Rio Salado Community Colleges. Alumni development refers to a systematic plan to identify, locate, interest, involve, and garner civic and financial support from former students. In order to gain this potential support, a college-based alumni organization by which the college and its alumni can be of benefit to each other must be developed.

Procedures

Using various identification strategies and survey research methods, 12,319 alumni were identified and sent an alumni questionnaire. Of those identified, 11,103 (90.1%) were located and 1,500 (12.2%) returned questionnaires. Although biased identification strategies and sampling procedures as well as a low survey response rate preclude generalizing the findings to all possible Maricopa Community College alumni, a descriptive analysis of responses presents information on which to begin the development of college alumni organizations.

Findings

* The typical respondent of the Alumni questionnaire was a white, married woman, 39 years old, with 2.5 children.

* Three fourths of all respondents indicated they would like to have a continuing affiliation with the community college they attended.

* 48.7% of all respondents indicated they earned a degree, diploma, and/or certificate from other colleges, schools, and/or universities. 62.9% of these degrees were earned at other institutions within Arizona.

* Over one-third of all respondents indicated their yearly income to be over $25,000.

* 41.9% of all respondents indicated they earned a degree from one of the Maricopa Community Colleges. Of those earning degrees, two out of three earned Associate of Arts degrees.

* Of those earning degrees from other institutions, 30.3% indicated they held more than one degree. 57.6% indicated they earned four year degrees, 21.6% indicated they earned master's degrees, and 3.3% indicated earning higher level degrees.

* Over one-third of all respondents indicated they attended more than one of the Maricopa Community Colleges.

* When asked the extra curricular activities they participated in as a student, 10% indicated they were involved in honors programs, 8% indicated they were involved in clubs, and 6% indicated they were involved in athletics.

* When asked what type of services the colleges could provide that would benefit them as alumni; 50.1% indicated they would benefit from continuing education courses; 47.7% indicated they would benefit from receiving regular information about college programs and activities; 36.7% indicated they would benefit from being able to enroll in fitness center courses; 35.6% indicated they would benefit by being able to use library services; and 34.3% indicated they would benefit by receiving discounts on seminars and conferences.

* When asked what activities they would be willing to participate in, 13.9% indicated an interest in being an on-campus quest speaker or instructor; 12.5% indicated an interest in being a professional contact for students; 10.5% indicated an interest in participating on an alumni board or committee; 9.9% indicated an interest in assisting with registration; and 8.8% indicated an interest in being a career day representative.

Recommendations

Although alumni organizations are not new to community colleges, the importance of organizing alumni has become increasingly manifest. Alumni support cannot be purchased. Only alumni can provide it. However, when alumni support is forthcoming, it represents one of the most significant endorsements to which any institution of higher education can aspire.

In order to cultivate the long-term support and goodwill of former Maricopa Community College students, the following recommendations are offered:

1. That a three year plan to develop alumni organizations at Glendale, Mesa, Phoenix, Rio Salado, and Scottsdale Community Colleges be developed.

2. That a 4% random sample of all students that have completed at least one credit hour course but are not currently enrolled be surveyed.

3. That a communication piece encouraging alumni to self identify be developed and included in graduation check out materials.

4. That a new alumni identification project be developed and implemented.

5. That a Fall and Spring alumni newsletter be published and sent to all located alumni.

6. That one alumni program at Glendale, Mesa, Phoenix, Scottsdale, and Rio Salado Community Colleges be developed and implemented.

Summary

There are no established formulas or proven axioms to direct the organization of community college alumni. "The success of each organizational structure seems to be dependent upon the college, its leadership and its willingness to make the program work" (Kopecek, 1980, p. 12). According to Kopecek and Kubic (1980, p. 12-14) a consistent pattern of what colleges need to do to make an alumni organization succeed is emerging. They summarized these needs as follows:

1. The president must be committed to the endeavor and be willing to make this activity an institutional priority.

2. The college must assign a specific staff person to coordinate alumni affairs.

3. The conceptual value of the alumni association must be advocated to the total college community by the president and the alumni person.

4. Money for support of the organization must be made available by the college.

5. A strong system of communication with alumni members must be developed.

6. The college must develop a cadre of long time staff members willing to provide bridges to alumni.

7. The college must be willing to continue to experiment and to expend human resources.

Developing a community college alumni organization is a major undertaking. The structure of the organization, however, is less important than the existence of an entity that can serve former students. "If a college serves its alumni it is serving the community" (Kopecek, 1980, p. 15).

As the Maricopa Community Colleges mature and extend their services, a greater percentage of the population of Maricopa County will be former students. This will provide few benefits unless these individuals can be marshalled quickly and effectively to a common cause. An alumni organization provides a means by which a community college can maintain a close relationship with an ever growing and important segment of its constituency, its alumni. Organizing a Maricopa Community College alumni association will not be easy, but the potential benefits are well worth the effort.

Introduction

The purpose of this project was to develop an alumni development data base for Glendale, Mesa, Phoenix, Scottsdale, and Rio Salado Community Colleges. Various alumni identification strategies and a random sample of students from the Student Information System (SIS) at each college were used to identify and locate alumni. Survey research methods were used to collect information on which to develop a systematic plan for alumni development. Four major goals were pursued:

Goal 1) to identify and locate 1500 alumni.

Goal 2) to describe alumni who returned questionnaires;

Goal 3) to determine the opportunities and services alumni would like the community colleges to provide;

Goal 4) to determine the areas in which alumni can be of service to the community colleges.

Rationale

The health of community colleges is reciprocally linked to widespread community support. Using various marketing strategies, the Maricopa Community Colleges court the support of their internal family and external community. These strategies are developed to maintain and cultivate support for the system. The Maricopa Community Colleges are increasingly in need of the long-term goodwill that translates into students and sufficient financing to support the high quality of educational services offered.

No longer can the Maricopa Community Colleges rely on the largess of public funds and maintain the scope, quality, and accessibility of their services. Decreased public resources, inflationary costs, state expenditure limitations, and the need to

keep tuition costs as low as possible have created a present and future dilemma. The Maricopa Community Colleges are now, and will continue to be, in a continuous struggle to secure scarce resources.

Community college alumni represent an "untapped reservoir of support" (Kopecek & Kubik, 1979). Alumni are members of the internal family and the external community. They pay taxes, vote, are elected to public office, and they influence the views of other people. Alumni represent a potent force in molding favorable public opinion. The Maricopa Community Colleges must develop a systematic plan to harness this resource.

Alumni Development

All colleges have alumni, yet few community college benefit from an ongoing relationship with their former students. Early organizational failures of a few community colleges have caused many community college leaders to set alumni relations as a low funding priority. G. Bard Sullenger (1976, p. 178) found that 87.6% of the individuals leading our two year colleges saw no value in developing and funding alumni relation programs. A survey taken in the Northwest (Ewan, 1981) indicated that alumni programming is not a major concern of most community college presidents.

Reasons cited for the the lack of interest in organizing alumni associations include the following:

1. It is difficult to identify and locate former students.
2. Community college alumni have no innate, overwhelming allegiance to their alma mater, particularly when they transfer to a senior institution.
3. Too few alumni coupled with their relative youth will result in minimal support and influence.

Current computer technology has enhanced the abilities of college personnel to identify and track former students. In a short period of time a small staff can target former students, create mailing labels and tracking forms, and begin the cultivation process. Although it is more difficult to locate students who attended prior to computerized records systems, once identified and captured in the system, they become part of the alumni resource pool.

At present there is no empirical evidence to support the claim that community college alumni will be loyal to their four-year institutions rather than their two-year institutions. This may or may not be true.

Today, the position and status of the community college and its alumni differ greatly in number and kind. Community colleges have aged and multiplied, as have their alumni. Given an effective organizational structure, age and numbers are the key to effectiveness in alumni development. The prestige, status, and social power of people and institutions tends to increase over time. Community college alumni are increasingly ascending to power positions in communities, and they are increasing in numbers.

Since the potential effectiveness of alumni groups is partly related to its size, the definition of group membership is important. Who should belong? This seemingly simple question is deceptively complex for a college dedicated to the concept of lifelong learning. Should only graduates be eligible? Should those who complete sixty semester hours for transfer purposes be allowed to participate? What about students who complete occupational certificates, short-term programs, or a series of courses (credit or non-credit)?

It is important that the definition of who is an alumnus be consistent with the comprehensive missions of community colleges. Inclusiveness is central. A suitable standard has not been developed. However, the period of attendance must provide for the possibility of commitment to the college as well as the opportunity for many to participate.

Alumni Relations

Alumni relations refer to the systematic development of the relationship between colleges and their former students. Both sides of this relationship must be explored, if a mutually beneficial existence is to develop. On the college side, the opportunities and services alumni would like the colleges to provide must be determined. On the alumni side, areas in which former students can be of service to the college must be determined. Both the former student and the college must be able to identify and demonstrate a sense of being able to give and to receive for the relationship to be fruitful.

Opportunities and Services Colleges Can Provide

Opportunities: Community colleges must establish ways in which alumni can maintain a relationship with the college through the people the alumnus/alumna knew while in attendance. These people include former classmates, faculty, and administrators.

For some, this need can be met by active involvement in the traditional structure and operations of an alumni association. Others like the camaraderie that is inherent with traditional class activities and social, cultural, and recreational affairs.

Far more people, however, require other opportunities to maintain their interest and involvement. These other opportunities may include, 1) participating on professional or programmatic advisory committees or task forces, 2) receiving

tailored literature and publications concerning their program, profession, and/or college, and 3) continuing professional involvement with faculty through seminars and workshops.

For institutions like the Maricopa Community Colleges that enroll hundreds of thousands of students, the identification of faculty who are interested in maintaining contact with former students is the key to establishing ongoing relationships. Alumni relate best to the group of people at the college that they knew well. This indicates the need for a decentralized approach to alumni development that is organized on some unit that reflects the institution as they knew it.

Services: The community colleges provide many services for current students. Many of these services may be of interest to and used by former students. They represent another means of securing involvement. Services, such as the following, are already or could be offered to our alumni:

Job Placement Advancement for individuals with associate degrees is often most effectively achieved by changing employers. The college can serve its former students and also identify changes in the labor market by providing them with job-placement services.

Lifelong Learning The lifelong learning needs of alumni are a prime market for interest-type programming. Alumni, as many people, have interests in acquiring skills and knowledge in areas outside of their primary occupational fields. These needs can be met at the community college. This service provides a natural bridge back to the college. The alumnus/alumna becomes actively reinvolved with the institution.

Continuing Education Although community colleges are in the forefront of technical training, many are intensifying their efforts to offer continuing education. Continuing education is

aimed at updating and upgrading the skills of those whom they originally educated. Alumni need continual professional upgrading and training to remain current and therefore competitive in the marketplace. An active alumni association can foster the career-related continuing education of its members.

Retraining Structural unemployment is caused by changing economic conditions that result in the displacement and/or underemployment of previously trained individuals. Alumni who are trained in fields that are now less marketable should be able to turn to the community colleges to obtain training that will prepare them for career changes.

Civic Service Community colleges offer opportunities for alumni to exercise their talent and obligation for civic service by working for the college. All individuals need the opportunities to reinforce their self-worth. Participation on advisory committees, task forces, and other college related activities provide the former student with a chance to fulfill a need to serve and an opportunity to help.

Areas in Which Alumni Can Be of Service to the Colleges

Alumni associations offer a means for former students to be helpful to their alma mater. "In an era of scarce resources, a cadre of skilled volunteers can fill some real needs as well as provide an enhancement of a college's basic programs and services" (Lucas, 84, p. 3). A strong community-college alumni organization can help by: 1) influencing public opinion and the legislative process, 2) contributing financial support, 3) enhancing the colleges image, 4) recruiting students, 5) assisting in the ongoing evaluation of academic programs, 6) providing potential employment sources, 7) providing general guidance and counsel, and 8) assisting college staff with routine tasks during peak times.

1. Over time, increasing numbers of alumni will gain positions of power in the political, economic, and social structures of the community. Local public opinion is most often formulated by people talking to people. Conversations of individuals in stores, shopping malls, parks, fire halls, and churches are central to the process of molding public opinion. It is axiomatic that local politicians live by the vote and listen to local people on local issues. An alumni association can provide a continuous source of information and direction for the power structure of a local community.

2. Tax supported colleges receive proportionate amounts of financial support. If no other resources are available, all colleges will become about the same in quality and quantity. Only by using funds received from private sources can a college do those extra things that make it truly excellent. A relatively small contribution to a community college can and does produce tremendous returns. Alumni give to worthy projects to satisfy individual needs. They should be challenged and nurtured to become active donors.

3. The direct benefits that can result from individuals talking to relatives, friends, and neighbors is significant. Conventional wisdom, reinforced by empirical research, indicates that more people learn more about community colleges from their family and friends than in any other way. Approximately 40% percent of all adults in Maricopa County have attended one of the seven Maricopa Community Colleges. If approached systematically, alumni can be educated and mobilized to give information to others about the programs and services of the college. This voice in the community can be extremely useful and powerful.

4. Community colleges use various marketing efforts to recruit new students and to retain current students. Alumni can and should be used as an integral part of the recruitment strategy. They can be effective recruiters of students at work,

with their families, and in their neighborhoods. Research studies continue to document that word-of-mouth is still the most effective recruitment instrument in the community college.

5. Increasingly, alumni are enrolling in continuing education courses and retraining programs. An alumni organization can become the mechanism through which in-service training needs are identified and met. These educational experiences can benefit the alumni and the faculty. They provide an informal setting conducive to generating direct and indirect feedback concerning the effectiveness of its programs and courses. If surveyed, members of the alumni organization can make valuable suggestions about the nature of the colleges' educational offerings. All colleges increasingly need this type of information as they more aggressively seek to meet the educational needs of all constituents.

6. Time will serve to strengthen the potential influence of alumni in at least two ways. As alumni advance in corporate structures, they can aid in the placement of graduates. They are practitioners in the fields that current students are being trained for. They have current information about what the job market is and can become. Such ties can be a very effective method of identifying the availability of entry-level jobs.

7. The guidance and counsel of alumni can be of immeasurable assistance to the administration, faculty, and governing board. Since the vast majority of the alumni live and work within the college's service area, they have a tremendous, potential value on program advisory committees and task forces.

8. There are many times during the year that college personnel are overwhelmed with the amount of work that needs to be completed. Alumni could assist with registration, book sales, graduation, special events, advisement and counseling, and perhaps many other tasks.

Given all possible areas of influence, direct political action may become the most important contribution of community-college alumni associations. Political leaders have yet to hear, on a continuous basis, the voice of a concerned and dedicated community college alumni. The potential is tremendous for publicly supported institutions. The political significance of an organized group whose membership may exceed 10% of the total population and significantly more of the voting age population cannot be overestimated.

Planning for Alumni Development

Although the support from cultivating alumni loyalty is a long term venture, now is the time for community colleges to lay the groundwork for strong alumni ties. Undoubtedly, community colleges will organize their alumni programs in unique ways.

A guideline to go by in alumni and development programming is the **Rule of Four I's:** Identify, Interest, Involve, and Invest (Sullenger, 1976, pp. 178-179). The process of alumni development requires identifying and locating alumni, engendering interest, stimulating and fostering involvement, and then obtaining a commitment to invest. This project represents an initial effort to identify and locate alumni and to collect information on which to determine strategies for alumni development.

Design

Survey research methods were used in this study. Babbie (1979, p. 316) points out that survey research is one of the best methods available for collecting original data for purposes of describing a population too large or too dispersed to observe directly. When probability sampling and standardized questionnaires are used, survey research provides the means of discovering the prevailing attitudes among large populations.

Identification

Consistent with the philosophy of the Maricopa Community Colleges, the Alumni Advisory Committee established an inclusive membership rule. A student completing one credit course was considered an alumni.

Three methods were used to identify and locate alumni.

1. **SAMPLE:** A random sample of 10,000 students who had completed at least one credit course from the fall of 1983 through the fall of 1986 at one of the five pilot colleges was drawn.

2. **SELF IDENTIFICATION:** A self-identification campaign was conducted and the following strategies were used to encourage alumni identification.

   A. Nine hundred thirty-nine corporations in Maricopa County that have over 100 employees were identified. The newsletter editors at each corporation were sent a letter describing our effort to identify alumni and asking them to include an announcement in their employee newsletter that encouraged alumni to identify themselves (Appendix A).

   B. One hundred twenty-eight members of the Phoenix Chapter of the Public Relations Society of America were sent a letter describing our effort to identify alumni and asking them to include an announcement in their employee newsletter that encouraged alumni to identify themselves (Appendix B).

   C. Public service directors at thirty local radio and cable television stations were sent a letter asking them to air a public service announcement encouraging alumni to self identify (Appendix C).

   D. 65,947 enclosures (Appendix D) were sent out with Mountain Bell's April billing in the following zip codes:

Zip Code	No. of Enclosures
85016	15,714
85201	14,669
85251	19,878
85301	15,686

E. Fifty thousand alumni flyers (Appendix E) were printed and 35,900 were distributed as follows:

1. The alumni coordinators at the five participating colleges were given 5,000 flyers (25,000) and asked to distribute them at various events and "around" campus.

2. Ten flyers were distributed to 370 Circle K convenience markets in Maricopa County (3700).

3. Ten flyers were distributed to 19 Lucky Supermarkets (1900).

4. Fifty flyers were distributed to 36 Basha Supermarkets (1800).

5. The city of Glendale distributed 1000 flyers in their libraries, recreational centers, and police and fire stations.

6. The city of Phoenix distributed 2500 flyers in their libraries.

3. **GRADUATES:**

A. A list of all graduates from Glendale Community College (GCC) from June, 1966 thru May, 1973 was compared to the list of alumni at Arizona State University (ASU). Seven hundred and two GCC/ASU alumni were identified.

B. 657 students who graduated from Rio Salado Community College were identified.

C. 144 students who graduated from Scottsdale Community college were identified.

Questionnaire

The Maricopa Community Colleges Alumni Questionnaire (Appendix F) was designed to gather data on which to describe alumni, determine the opportunities and services alumni would like the community colleges to provide, and determine the areas in which alumni can be of service to the community colleges. Literature on alumni development and alumni questionnaires from three colleges were reviewed and were the basis for the development of the Alumni Questionnaire.

Content validity was established by consulting members of the Alumni Advisory Committee as to each item's readability and pertinence. This review resulted in two revisions.

Procedures

On February 19, 1987, a cover letter from the Presidents of each participating college, (Appendix G) and an Alumni Questionnaire were sent to 10,802 alumni. Address correction were requested to aid in location. Included in this mailing were:

1. 10,000 sampled alumni,
2. 142 self identified alumni,
3. 144 Scottsdale Community College (SCC) alumni, and
4. 516 of the GCC/ASU graduates.

On May 29, 1987, 1,942 survey packets were sent to:

1. 471 newly self identified alumni,
2. 66 self identified,
3. 1,138 sampled alumni that address corrections were received for,
4. 186 GCC/ASU, and
5. 81 alumni referred from returned questionnaires.

On the same date, 2,658 "did you forget to send back the questionnaire" cards (Appendix H) and a second questionnaire were mailed. Included in this mailing were:

1. 658 self identified alumni
2. SCC alumni that did not return questionnaires from the first mailing and that we did not receive an address correction for, and
3. a random sample of 2000 alumni taken from those in the original sample that did not return questionnaires or address correction were not received.

On June 25, 1987, 779 cover letters and questionnaires were mailed to:

1. 657 Rio Salado graduates and
2. 122 survey referred and newly self identified alumni.

Data Analysis

In order to develop an alumni development data base for Glendale, Mesa, Phoenix, Scottsdale, and Rio Salado Community Colleges, 12,319 former students were identified and mailed the Alumni Questionnaire.

Goal 1: The goal to identify and locate 1500 alumni was far exceeded.

As of August 11, 1987, 11,103 former students were identified and located. Of those located, 1500 responded to the survey, 9,603 were mailed questionnaires but no address correction nor response was received. It was concluded that the addresses of these non-respondents were correct and that these non-respondents chose not to return the Alumni Questionnaire. Hence, they were considered located and have been added to the alumni relations data base.

Table 1

Number of Former Students Located

Method of Location	Number Identified	Number Located	Percent Located
Sample	10,000	8,889	88.9%
Self Identified*	816	801	98.2%
Graduates	1,503	1,413	94.0%
Total	12,319	11,103	90.1%

* Includes those alumni who were referred on returned questionnaires.

1,500 questionnaires were completed and returned. This represents an overall response rate of 12.2%. Of those sampled, 1,014 or 10.1% completed and returned questionnaires. A 50% response rate is considered adequate for statistical inference. The low response rate for the Alumni Survey precludes generalization to all possible Maricopa Community College Alumni. However, response bias in alumni identification projects is not unusual since only those former students wishing to be identified as alumni respond. The following analysis of the returned questionnaires may not be representative of all possible Maricopa Community College alumni. It does, however, present information on which to begin the development of college alumni organization.

Table 2

Response Rate

	Number Mailed	Number Completed	Response Rate
Sample	10,000	1,014	10.1%
Self ID*	816	263	32.2%
Graduates	1,503	223	14.8%
Total	12,319	1,500	12.2%

* Includes those alumni who were referred on returned questionnaires.

The following table presents the number of respondents that indicated attending each college. Although this project was designed to locate students from Glendale, Rio Salado, Mesa, Phoenix, and Scottsdale Community Colleges, students from South Mountain and Maricopa Technical Community Colleges also identified themselves as alumni. 547 or 36.5% of all respondents indicated that they had attended two or more of Maricopa Community Colleges.

Table 3
Respondents by College Indicated

College	No.
GCC	519
MTCC	97
MCC	355
PCC	517
RSCC	448
SCC	322
SMCC	11
Total*	2,269

* Due to the fact that 36.5% of our respondents indicated attending two or more Maricopa Community Colleges, the total responses equal more than 1500.

Goal 2: A descriptive analysis of survey questions 2-5, & 8, revealed that the typical respondent to the alumni questionnaire was a white, married woman, 39 years old, with 2.5 children. Tables 4-8 support this description.

Table 4

Percent Male and Female Respondents

	No.	%
Male	541	36.1
Female	944	62.9
Non Respondents	15	1.0
Total	1500	100.0

Table 5

Ethnicity

	No.	%
American Indian	17	1.1
Asian	13	.9
Hispanic	70	4.7
Black	35	2.3
White	1294	86.3
Non Respondents	71	4.7
Total	1500	100.0

Table 6

Age

Age	No.	%
15-19	36	2.4
20-24	201	13.4
25-34	436	29.1
35-44	387	25.8
45-54	224	14.9
55-64	133	8.9
65-74	60	4.0
75+	18	1.2
No Response	6	.4
Total	1500	100.0

Table 7

Marital Status

Status	No.	%
Single	359	23.9
Married	741	49.4
Divorced	176	11.7
Separated	11	.7
Widowed	53	3.5
No Response	160	10.8
Total	1500	100.0

Table 8

Number of Children

No. Children	No.	%
1 TO 2	495	61.4
3 TO 5	284	35.3
6 TO 10	25	3.0
12	1	0.1
TOTAL	805	100.0

A descriptive analysis of survey questions 6, 7, 10, 12-14, & 19 revealed other information pertinent to the development of an alumni relations data base. This information is presented in tables 9-17.

277 or 37.4% of all married alumni indicated that their spouses were also alumni of one of the Maricopa Community Colleges. Over one third of the spouses attended Glendale Community College.

Table 9
College Attended by Spouse

College	No.	%
GCC	93	33.6
MTC	4	1.4
MCC	58	20.9
PCC	73	26.4
RSCC	24	8.7
SCC	25	9.0
Total	277	100.0

Over 52% of all respondents indicated that their first year of attendance was between 1980 and 1987.

Table 10
First Year Attended a Maricopa Community Colleges

Years	No.	%
1920-29	2	.2
1930-39	2	.2
1940-49	6	.5
1950-59	21	1.7
1960-69	172	14.0
1970-79	383	31.2
1980-87	640	52.2
No Response	274	18.3
Total	1500	100.0

628 (41.9%) respondents indicated they received a degree from the Maricopa Community Colleges. Of those that earned degrees 52.1% received them between 1980 and 1987. Since the sample was taken from all students whom had attended one Maricopa Community Colleges from Spring of 1983 through Spring of 1986, the high response rate (52.2%) for the first year of attendance and the year degree earned (52.1%) being between 1980-1987 was not unexpected.

Table 11

Year Degree Earned

Years	No.	%
1920-30	1	.2
1930-39	1	.2
1940-41	3	.5
1950-59	9	1.4
1960-69	89	14.2
1970-79	198	31.6
1980-87	326	52.0
Total	627	100.1

Of those respondents that indicated they received degrees, 3 out of 4 received an Associate of Arts degree. One third of the degrees received were earned at Glendale Community College. 59 respondents or 3.9% indicated earning two or more degrees from the Maricopa Community Colleges.

Table 12

Type of Degrees Earned

Degree	No.	%
AA	482	74.6
AAS	59	8.8
AGS	39	6.0
Certificate	64	9.9
Other	2	.3
Total	646	99.6

Table 13

College at Which Degree Earned

College	No.	%
GCC	207	33.2
MTCC	23	3.7
MCC	67	10.8
PCC	125	20.1
RSCC	103	16.5
SCC	97	15.6
SMCC	1	.2
Total	622	100

Table 14

Extra Curricular Activities Participated in While Student

Activities	No.	%
Student Government	53	3.5
Athletics	95	6.3
Honors/Scholastic Program	164	10.9
Music	59	3.9
Arts	64	4.3
Clubs	118	7.9

580 (48.7%) respondents indicated they earned a degree, diploma, and/or certificate from other colleges, schools and/or universities. Of those receiving degrees from other institutions, 176 (30.3%) respondents indicated they held more than one degree from other colleges, schools, and/or universities.

Table 15

College or University at Which Degrees Earned

Institution	No.	%
ASU	270	18.0
UA	15	1.0
NAU	32	2.1
Other College in AZ	44	2.9
Other MCCC	1	.1
Other CC in AZ	3	.2
Out of State Community College	20	1.3
Out of State University	123	8.2
Out of State College	43	2.9
Other	29	1.9
Non Respondents	920	61.4
Total	1500	100.0

568 respondents indicated the type of degrees they earned from other institutions of higher education. Of those, 78 (13.7%) indicated they earned degrees that took two years or less to complete. 327 (57.6%) respondents indicated they earned four year degrees. 123 (21.6%) indicated they earned master's degrees. 4 (.7%) indicated they earned advanced professional degrees and 15 (2.6%) indicated they earned a doctorate, PHD, or Juris Doctor.

Table 16

Other Degrees Earned

Degree	No.	%
AA	16	2.8
AGS	3	.5
AAS	5	.9
Diploma	20	3.5
Certificate	33	5.8
license	1	.2
BA	130	22.9
BS	197	13.1
MA	93	16.4
MS	30	5.3
Professional Degree	4	.7
Doctorate	3	.5
PHD	10	1.8
JD	2	.4
Other	21	3.7
Non respondents	932	62.2
Total	1500	100.0

Of the 1,264 respondents who indicated their yearly income, 409 (32.4%) indicated they earned less than $15,000. 338 (26.7%) indicated they earned between $15,000 and $25,000. 452 (35.8%) indicated they earned between $25,000 and $50,000 and 65 (5.1%) indicated they earned more than $50,000 per year.

Table 17

Yearly Income

Range	No.	%
Less than $5,000	138	9.2
$5,000 to $7,499	53	3.5
$7,500 to $9,999	52	3.5
$10,000 to $14,999	166	11.1
$15,000 to $19,999	155	10.3
$20,000 to $24,999	183	12.2
$25,000 to $34,999	297	19.8
$35,000 to $49,000	155	10.3
$50,000 or more	65	5.1
Non Respondents	236	15.7
Total	1500	100.0

When asked if they would like to have a continuing affiliation with the Maricopa Community College they attended, 987 respondents (74.2%) indicated they would.

Goal 3: A descriptive analysis of question 15 indicated the opportunities and services respondents would like the Maricopa Community Colleges to provide.

One of every two respondents was interested in continuing education courses. 47% were interested in receiving regular information about college programs and activities. Over one-third of all respondents indicated an interest in the fitness centers, library services, and discounts on seminars and conferences.

Table 18

Services Alumni Would Benefit From

Service	No.	%
Continuing Education	752	50.1
Regular Information About College Programs & Activities	716	47.7
Fitness Center	551	36.7
Library Services	534	35.6
Discounts for Seminars & Conferences	514	34.3
Travel	374	24.9
Career Counseling	361	24.1
Cultural Activities	342	22.8
Job Placement	311	20.7
Further Coursework	291	19.4
Social Activities	159	10.6

Goal 4: A descriptive analysis of question 16 indicated the areas in which alumni may volunteer and be of service to the community colleges.

10-14% of all respondents indicated an interest in being a speaker or instructor, a professional contact for students, and/or sitting on an alumni board or committee. 7-9% indicated an interest in assisting with registration, speaking and promoting the community college they attended, assisting with mailings, and/or participating as a Career Day representative.

Table 19

Areas Respondents Were Interested in Volunteering For

Area	No.	%
On-Campus Guest Speaker/Instructor	201	13.9
Professional Contact for Students	188	12.5
Alumni Board or Committee	157	10.5
Assist with Registration	148	9.9
Career Day Representative	132	8.8
Assist with Mailings	114	7.6
Public Speaker Promoting CC Attended	106	7.1
Participate in Fund Raising Events	75	5.0
Assist in Planning of Alumni Events	63	4.2
Other	41	2.7
Alumni Sponsored Recruitment	40	2.7

Ad Hoc Analysis

When asked to rate the quality of education received from the Maricopa Community Colleges 94% or the respondents rated the quality of their education as Good or Excellent.

Table 20

Quality of Education Received

Quality	No.	%
Excellent	663	44.2
Good	755	50.3
Fair	66	4.4
Poor	6	.4
No Response	10	.7
Total	1500	100.0

Discussion

Currently, the data collected on the 11,103 alumni that were identified and located is stored in three data bases: a data base designed specifically for self identified alumni using the Digital DECmate II, a sample data base and a statistical data base stored separately on the Digital VAX 8650. These arrangements make data

access, manipulation, and report writing cumbersome and time consuming.

In order to alleviate this problem all pertinent data will be transferred to the Alumni Development System (ADS) which is stored on the Digital VAX 8650. ADS offers a wide variety of features that enhance the efficiency and effectiveness of alumni data base development and management. However, before this system can be utilized to its fullest potential four things must occur:

1. A three year plan to operationalize the ADS system must be developed.

2. At present ADS is designed to handle information on alumni from one college. The multi-college nature of the Maricopa Community Colleges necessitates that Information Associates, the producers of ADS, and/or the community college district's computer services division modify the system so alumni can be identified with their respective colleges.

3. All collected information must be transferred and/or input into ADS.

4. All pertinent personnel must be trained to use ADS.

Of utmost importance is determining the validity of the sample. Statistical validity of a sample is used to determine how accurately the information collected reflects the concept being measured. Validity is determined by comparing the statistics generated by the sample with known population parameters. The most appropriate comparison for the alumni sample is between survey demographics and enrollment demographics. However, cumulative enrollment demographics are not readily available and must be compiled.

Survey response rate is another guide to the representativeness of sample respondents. The higher the response rate, the greater likelihood that the information collected is representative of the information that could be collected from all possible respondents. 1500 former students completed and returned

the Alumni Questionnaire. This represents an overall response rate of 12.2%. Although the response rates for self identified alumni (32.2%) and graduates (14.8%) were higher than the sample response rate (10.1%) (See Table 2), all response rates were inadequate for use in statistical inference. Four strategies to increase the accuracy of the Alumni Survey are suggested:

1. The Alumni Questionnaire must be evaluated as to its readability, length and relevance of the questions asked, and revised.

2. All cover letters sent out with the questionnaires must be evaluated and revised.

3. The strategies used to encourage self identification must be evaluated as to the cost per return. The strategies that were not cost effective must be discontinued.

Recommendations

The potential influence and support of alumni for the Maricopa Community Colleges is proportional to the number of alumni that are identified, interested and involved. In order to increase the number of former students in the alumni development data base, interest and involve them in their Alma Mater, and in turn engender their willingness to support the community college system the following suggestions are offered:

1. A three year plan to develop alumni organizations at Glendale, Mesa, Phoenix, Rio Salado, and Scottsdale Community Colleges be developed.

2. A 4% random sample of all students that have completed at least one credit hour but are not currently enrolled be surveyed. A 4% sample taken from seven colleges will approximate 14,000 former students.

3. A communication piece encouraging self identification be developed and sent to all new graduates.

4. One new self identification project be developed and implemented.

5. A Fall and Spring newsletter from each college be sent to their respective alumni.

6. One alumni program be developed and implemented at Glendale, Mesa, Phoenix, Scottsdale, and Rio Salado Community Colleges.

Summary

There are no established formulas or proven axioms to direct the organization of community college alumni. "The success of each organizational structure seems to be dependent upon the college, its leadership and its willingness to make the program work" (Kopecek, 1980, p. 12). According to Kopecek and Kubic (1980, p. 12-14) a consistent pattern of what colleges need to do to make an alumni organization succeed is emerging. They summarized these needs as follows:

1. The president must be committed to the endeavor and be willing to make this activity an institutional priority.
2. The college must assign a specific staff person to coordinate alumni affairs.
3. The conceptual value of the alumni association must be advocated to the total college community by the president and the alumni person.
4. Money for support of the organization must be made available by the college.
5. A strong system of communication with alumni members must be developed.
6. The college must develop a cadre of long-time staff members willing to provide bridges to alumni.
7. The college must be willing to continue to experiment and to expend human resources.

Developing a community college alumni organization is a major undertaking. The structure of the organization, however, is less important than the existence of an entity that can serve former students. "If a college serves its alumni it is serving the community" (Kopecek, 1980, p. 15).

As the Maricopa Community Colleges mature and extend their services, a greater percentage of the population of Maricopa County will be former students. This will provide few benefits unless these individuals can be marshalled quickly and effectively to a common cause. An alumni organization provides a means by which a community college can maintain a close relationship with an ever growing and important segment of its constituency, its alumni. Organizing a Maricopa Community College alumni association will not be easy, but the potential benefits are well worth the effort.

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Appendixes

Appendix A

MARICOPA COMMUNITY COLLEGES

Glendale Community College
Maricopa Technical Community College
Mesa Community College
Phoenix College
Rio Salado Community College
Scottsdale Community College
South Mountain Community College

District Offices
3910 East Washington
Phoenix, Arizona 85034
602 244-8355

Dear Editor:

Statistics show that 40% of the population of Maricopa County has taken one or more classes at a Maricopa Community College. We are trying to locate these alumni for the purpose of organizing services and programs for them.

We believe that our colleges have many services that would be very beneficial to our former students.

Would you help us locate alumni by including the enclosed information in your employee newsletter?

Thanks so much. If you have any further questions, feel free to call me at 267-4322.

Sincerely,

Nancy Mastrilli
Coordinator, Alumni Relations

The Maricopa Community Colleges are trying to locate our alumni. We define an alumnus as a person who has taken and completed at least one credit class at one of our seven colleges.

We are attempting to organize programs at each of our colleges that will provide educational, cultural and job-related services for our former students. But we need your help in this project. Help us by identifying yourself and others as former students so that we can communicate information about services and programs.

If you are an alumnus of one of the Maricopa Community Colleges and are interested in receiving information and services from the colleges, please call 267-4469 24 hours a day, Monday - Sunday to identify yourself or you may write to the Maricopa Community Colleges Alumni Relations Office, 3910 East Washington, Phoenix, AZ 85034. Thanks for your help.

The Maricopa Community Colleges are Glendale Community College, Maricopa Technical Community College, Mesa Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College and South Mountain Community College.

Appendix B

MARICOPA
COMMUNITY
COLLEGES

Glendale Community College
Maricopa Technical Community College
Mesa Community College
Phoenix College
Rio Salado Community College
Scottsdale Community College
South Mountain Community College

District Offices
3910 East Washington
Phoenix, Arizona 85034
602 244-8355

November 21, 1986

Dear

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The Maricopa Community Colleges are Glendale Community College, Maricopa Technical Community College, Mesa Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College and South Mountain Community College.

Appendix C

MARICOPA COMMUNITY COLLEGES

Glendale Community College
Maricopa Technical Community College
Mesa Community College
Phoenix College
Rio Salado Community College
Scottsdale Community College
South Mountain Community College

District Offices
3910 East Washington
Phoenix, Arizona 85034
602 244-8355

Dear Public Service Director:

Statistics show that 40% of the population of Maricopa County has taken one or more classes at a Maricopa Community College. We are trying to locate these alumni for the purpose of organizing services and programs for them.

We believe that our colleges have many services that would be very beneficial to our former students.

Would you help us locate alumni by airing the enclosed information as a public service announcement for the period of December 1 to December 15.

Thanks so much. If you have any further questions, feel free to call me at 267-4322.

Sincerely,

Nancy Mastrilli

Nancy Mastrilli
Coordinator, Alumni Relations

The Maricopa Community Colleges are trying to locate our alumni. We define an alumnus as a person who has taken and completed at least one credit class at one of our seven colleges.

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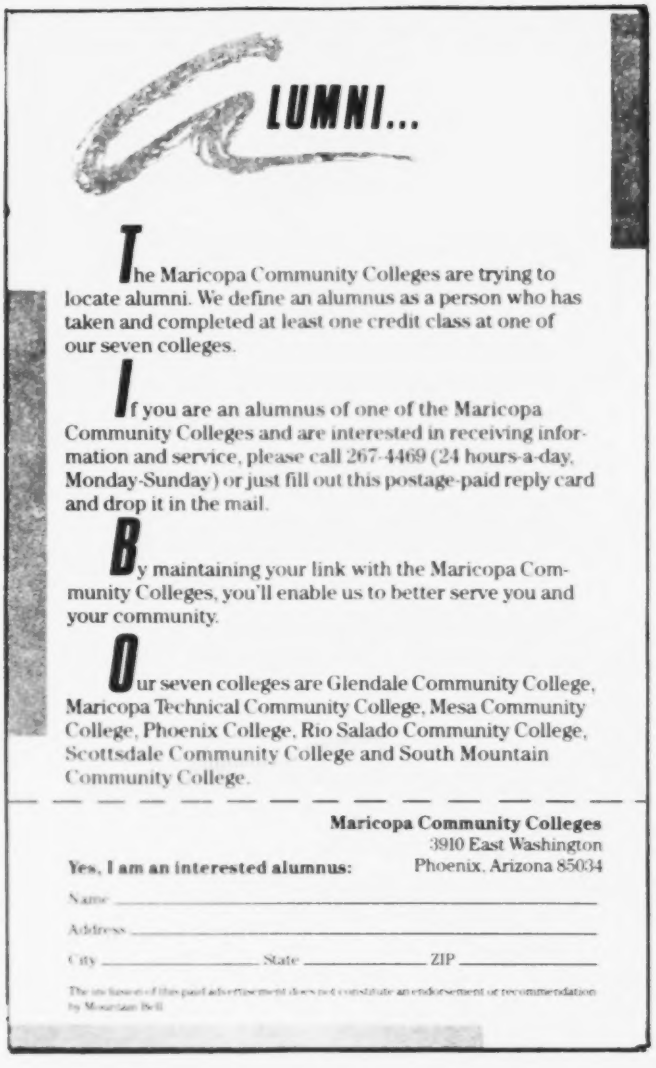
If you are an alumnus of one of the Maricopa Community Colleges and are interested in receiving information and services from the colleges, please call 267-4469 24 hours a day, Monday - Sunday to identify yourself or you may write to the Maricopa Community Colleges Alumni Relations Office, 3910 East Washington, Phoenix, AZ 85034. Thanks for your help.

The Maricopa Community Colleges are Glendale Community College, Maricopa Technical Community College, Mesa Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College and South Mountain Community College.



ALUMNI...

The Maricopa Community Colleges are trying to locate alumni. We define an alumnus as a person who has taken and completed at least one credit class at one of our seven colleges.

If you are an alumnus of one of the Maricopa Community Colleges and are interested in receiving information and service, please call 267-4469 (24 hours-a-day, Monday-Sunday) or just fill out this postage-paid reply card and drop it in the mail.

By maintaining your link with the Maricopa Community Colleges, you'll enable us to better serve you and your community.

Our seven colleges are Glendale Community College, Maricopa Technical Community College, Mesa Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College and South Mountain Community College.

Maricopa Community Colleges
3910 East Washington
Phoenix, Arizona 85034

Yes, I am an interested alumnus:

Name _____

Address _____

City _____ State _____ ZIP _____

The use herein of this paid advertisement does not constitute an endorsement or recommendation by Mountain Bell.

ALUMNI...

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 5089, PHOENIX, ARIZONA

POSTAGE WILL BE PAID BY ADDRESSEE

MARICOPA COMMUNITY COLLEGES
Attn: Resource Development
P.O. Box 13349
Phoenix, Arizona 85002

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MARICOPA COMMUNITY COLLEGES

The Maricopa Community Colleges are trying to locate alumni. We define an alumnus as a person who has taken and completed at least one credit class at one of our seven colleges.

We are attempting to organize alumni programs at each of our colleges that will provide educational, cultural and job-related services to our alumni. But we need your help in this project. Help us by identifying yourself and others as alumni so that we can communicate information about services and programs.

If you are an alumnus of one of the Maricopa Community Colleges and are interested in receiving information and services from the colleges, please call 267-4469 (24 hours-a-day, Monday-Sunday) to identify yourself or you may fill out the perforated form below and mail it back to us at 3910 East Washington, Phoenix, Arizona 85034.

The Maricopa Community Colleges are Glendale Community College, Maricopa Technical Community College, Mesa Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College and South Mountain Community College.

Maricopa Community Colleges

ALUMNUS...

Name _____

Address _____

City _____ State _____ Zip _____

Maricopa Community College attended _____

_____

Appendix F

The information requested on this questionnaire will be used to describe Maricopa Community Colleges alumni and to determine the type of programs and services for alumni. Responses to all questions are voluntary, and all information will be kept strictly confidential.

Name _____

Maiden Name or Name on Records _____

Address _____

City _____ State _____ Zip _____

Phone Number (Home) _____ (Work) _____

Social Security Number _____

1. Please check which Maricopa Community College(s) you attended.
   - A _____ Glendale Community College (GCC)
   - B _____ Maricopa Technical Community College (MTCC)
   - C _____ Mesa Community College (MCC)
   - D _____ Phoenix College (PC)
   - E _____ Rio Salado Community College (RSCC)
   - F _____ Scottsdale Community College (SCC)
   - G _____ South Mountain Community College (SMCC)

2. Sex: Female _____ Male _____

3. Ethnicity
   - A _____ American Indian or Alaskan Native
   - B _____ Asian, Pacific Islander, or Filipino
   - C _____ Hispanic, Chicano, or Spanish
   - D _____ Black
   - E _____ White

4. Age
   - A _____ 15-19 years
   - B _____ 20-24 years
   - C _____ 25-34 years
   - D _____ 35-44 years
   - E _____ 45-54 years
   - F _____ 55-64 years
   - G _____ 65-74 years
   - H _____ 75 years or over

5. Marital Status
   - A _____ Single
   - B _____ Married
   - C _____ Divorced
   - D _____ Separated
   - E _____ Widowed

6. If married, is your spouse an alumna/alumnus of a Maricopa Community College?
   _____ No _____ Yes

7. If yes, which Maricopa Community College did your spouse attend? _____ (A-G)

8. Number of Children _____

9. I completed my first Maricopa Community College course in 19 _____.

10. Please indicate any degree(s), diploma(s), and/or certificate(s) you have received from the Maricopa Community Colleges.

Degree/Diploma/Certificate	College	Year Received

11. How would you rate the quality of education you received at the Maricopa Community College(s) you attended?
    _____ Excellent _____ Good _____ Fair _____ Poor

Questionnaire

12. Indicate the extra curricula activities you participated in while a Maricopa Community College student.

A ____ Student Government
B ____ Athletics
C ____ Honors or Scholastic Programs
D ____ Music
E ____ Arts
F ____ Clubs

13. Have you received a degree, diploma, and/or certificate from other colleges or universities? ____ No ____ Yes

College/School/University Attended	Degree Earned	Year

14. Would you, as an alumna/alumnus, like to have a continuing affiliation with the Maricopa Community College(s) you attended? ____ No ____ Yes

15. Which of the following services would benefit you as an alumna/alumnus?

A ____ Career Counseling
B ____ Job Placement
C ____ Fitness Center
D ____ Continuing Education (occupational upgrading)
E ____ Library Services
F ____ Social Activities
G ____ Cultural Activities
H ____ Travel
I ____ Discounts for Seminars and Conferences
J ____ Regular Information about College Programs and Activities
K ____ Further Coursework (Please Specify) ____

16. The following are areas of volunteer interest. Indicate those you would be willing to participate in.

A ____ Being an On-Campus Guest Speaker/Instructor
B ____ Assisting with Registration
C ____ Participating in Fund Raising Events
D ____ Assisting in the Planning of Alumni Social Events
E ____ Serving as a Professional Contact for Students
F ____ Assisting with Alumni-Sponsored Recruitment
G ____ Being a Public Speaker on Behalf of the Maricopa Community College You Attended.
H ____ Assisting with Mailings, e.g., Newsletter
I ____ Representing Your Maricopa Community College at College/Career Days
J ____ Serving on an Alumni Board or Committee
K ____ Other ____ (Please Specify)

17. Employer ____

18. Job Title ____

19. Yearly Income Range

A ____ Less than $5,000
B ____ $5,000 to $7,499
C ____ $7,500 to $9,999
D ____ $10,000 to $14,999
E ____ $15,000 to $19,999
F ____ $20,000 to $24,999
G ____ $25,000 to $34,999
H ____ $35,000 to $49,999
I ____ $50,000 or more

20. Please list any organizations (civic, service, social, religious, political, professional, etc.) of which you are or were a member recently. Give offices held and dates.

(Organization)	(Office)	(Date)

21. Please list business or professional leadership positions and offices held, certification and/or service awards/achievements you have received.

22. If you know of other Maricopa Community College alumnae/alumni, please indicate their names and addresses below.

Name ____
Address ____
City ____ State ____ Zip ____

Name ____
Address ____
City ____ State ____ Zip ____

MARICOPA COMMUNITY COLLEGES

Appendix G

Glendale Community College

A Maricopa Community College

PHONE 934-2211 • 6000 WEST OLIVE AVE. • GLENDALE, ARIZONA 85302

Dear Alumnus:

As a former student of Glendale Community College, we value your opinions of our courses and operations. Our continued success depends on our ability to provide programs that benefit you--now and in the future.

Please help us plan for the remainder of this decade by completing the enclosed questionnaire. The survey is brief and all information will be kept confidential. We have enclosed a self-addressed, stamped envelope for your convenience.

Here are some interesting facts about Glendale College you may not have known:

- The college was founded in 1966.
- In 21 years of operation, our enrollment has grown from 4,100 to 16,000 students.
- Our faculty has increased from 10 to more than 500.

We look forward to receiving your comments. By maintaining your link with Glendale College, you'll enable us to better serve you and your community.

Sincerely,

J. R. Waltrip
President

**Mesa
Community
College**

1833 West Southern Avenue
Mesa, Arizona 85202
(602) 833-1261

Dear Alumnus:

As a former student of Mesa Community College, we value your opinions of our courses and operations. Our continued success depends on our ability to provide programs that benefit you--now and in the future.

Please help us plan for the remainder of this decade by completing the enclosed questionnaire. The survey is brief and all information will be kept confidential. We have enclosed a self-addressed, stamped envelope for your convenience.

By the way, our student enrollment has grown to more than 19,000. Apparently, east Valley residents place a high priority on education. According to the locally produced "Foresight Eighty" report, two out of five adults in Mesa have some college education. That's the highest level of education for any city in the metropolitan area.

We look forward to receiving your comments. By maintaining your link with Mesa College, you'll enable us to better serve you and your community.

Sincerely,

Wallace Simpson

Wallace Simpson
President

Phoenix College
1202 West Thomas Road • Phoenix, Arizona 85013 • 264-2492

Dear Alumnus:

As a former student of Phoenix College, we value your opinions of our courses and operations. Our continued success depends on our ability to provide programs that benefit you--now and in the future.

Please help us plan for the remainder of this decade by completing the enclosed questionnaire. The survey is brief and all information will be kept confidential. We have enclosed a self-addressed, stamped envelope for your convenience.

Phoenix College is working hard to bring the latest curricula to our students. Here's a quick update on our progress:

Enrollment has grown to 13,000. We have a new Admissions and Records Building as well as more classrooms. And our new Fitness Center has added another exciting dimension to our comprehensive wellness program.

New and expanded programs include clinical medical assisting, fire sciences and electronics. We've also modernized our dental hygiene classrooms, and we plan to add a Learning Assistance Center to benefit all students.

We look forward to receiving your comments. By maintaining your link with Phoenix College, you'll enable us to better serve you and your community.

Sincerely,

William E. Berry

William E. Berry
President

RIO SALADO
COMMUNITY COLLEGE
640 North 1st Avenue
Phoenix, Arizona 85003
(602) 256-7722

Dear Alumnus:

As a former student of Rio Salado Community College, we value your opinions of our courses and operations. Because ours is a "college without walls" we face some unique challenges. You can help us meet these challenges successfully, by contributing your thoughts and comments.

Please help us plan for the remainder of this decade by completing the enclosed questionnaire. The survey is brief and all information will be kept confidential. We have enclosed a self-addressed, stamped envelope for your convenience.

We look forward to receiving your comments. Our continued success depends on our ability to provide programs that benefit you--now and in the future. By maintaining your link with Rio Salado, you'll enable us to better serve you and the community.

Sincerely,

Charles A. Green
President

MARICOPA COMMUNITY COLLEGES

Dear Alumnus:

As a former student of Scottsdale Community College, we value your opinions of our courses and operations. Our continued success depends on our ability to provide programs that benefit you--now and in the future.

Please help us plan for the remainder of this decade by completing the enclosed questionnaire. The survey is brief and all information will be kept confidential. We have enclosed a self-addressed, stamped envelope for your convenience.

By the way, if you haven't been on campus for some time, you may be surprised to know we have three new buildings: Administration, Art and Student Services and Nursing/Social Behavioral Sciences. Next time you're near the college, I invite you to roam through these new facilities and get reacquainted with our growing campus.

We look forward to receiving your comments. By maintaining your link with Scottsdale College, you'll enable us to better serve you and your community.

Sincerely,

Arthur W. DeCabooter
President

9000 East Chaparral Road • Scottsdale, Arizona 85256-2699 • Telephone (602) 941-0999

MARICOPA
COMMUNITY
COLLEGES

Glendale Community College
Maricopa Technical Community College
Mesa Community College
Phoenix College
Rio Salado Community College
Scottsdale Community College
South Mountain Community College
Chandler-Gilbert Community College Center
Paradise Valley Community College Center

District Offices
3910 East Washington
Phoenix, Arizona 85034
602 244-8355

Dear Alumnus:

As a former student of the Maricopa Community Colleges, your opinions of our courses and operations are valued. Our continued success depends on our ability to provide programs that benefit you--now and in the future.

Please help us plan for the remainder of this decade by completing the enclosed questionnaire. The survey is brief and all information will be kept confidential. We have enclosed a self-addressed, stamped envelope for your convenience.

We look forward to receiving your comments. By maintaining your link with the Maricopa Community Colleges, you'll enable us to better serve you and the community.

Sincerely,

Nancy Mastrilli
Alumni Affairs

Appendix H

Did you forget to return your Maricopa Community Colleges alumni survey? Why not help us out by returning it today. To better serve you and your community, we need to hear from you soon.

If you need another survey, please call 267-4322 or the message phone at 267-4469.

Thank you.

Maricopa Community Colleges
3910 E. Washington
Phoenix, AZ 85034

Address correction requested

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